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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

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METACOGNITIVE STRATEGIES OF TEACHING ENGLISH SPEAKING SKILLS TO NON-ENGLISH ADULT LEARNERS

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ABSTRACT

This research focuses on teaching strategies in terms of speaking skills for adult learners. As we probably know that there so many teaching strategies applied by those speaking English teachers. But in reality there still many leaners (adults) find that some of the are good enough, some are very good, but some are not very interesting enough that make adult learners feel bored in mastering this universal English language. Be all agree that all foreign teaching strategies are relevant to those foreign leaners. But there is no guarantee that those foreign ones can help local adult language learners enjoy learning in order to master the knowledge of Emglish.

The reasercher has been conducting these metacognitive of teaching English speaking skills for quite many years. He finds that there are some positive advantages that adult learners can obtain and apply them in learning English. Adult learners in this case is student who graduate from high school levels and they are not majoring in English. In fact it is a lot easier to teach those students who majoring in English than those who are not.

These teaching strategies, what the researcher belives, can involve adult leaners become more active and creative in producing their former learning experience. As we know that and often hear that many students can a bit understand when people talk in English. But their problem is that they find it difficult to speak. So speking is one of their major problems nowadays.

That is the very reason why these metacognitive strategies of teaching speaking English skills are indeed needed. Besides, in applying those strategies adult learners are invited to think and speak a lot, not to write a lot. They are invited to be more active and creative in producing some related answers based on the given topics. To make them become more active and creative, teachers are advised to be more active, more creative, and more agressive in sellecting one problem in each conversation in which the learners can really enjoy. Once they can enjoy the problem, later on they can easily create some new related ideas dealing with the topic. Once they can buidl up some new and different ideas then teachers surely can help them translate into some standard English.

The Background of the Research

In teaching a human language, no matter what language it is, strategies are in deed needed. Teachers can apply any teaching strategies to their students in a class, but how effective and productive those strategies are depend very much on how the teachers themselves master those strategies. Effective strategies serve to regulate emotions, motivation, and attitudes (e.g., strategies for reduction of anxiety and for self-encouragement). And the last is that strategy is called social strategies which include the actions which learners choose to take in order to interact with other learners with proficient second-language speakers (Willy and George M Jacobs, 1998; p.6.).

Teachers can conduct any different teaching strategies once they have learned at different levels of education, knowledge, training or workshops as their own personal experiences. In Indonesia, as a matter of fact, that most of local adult learners (not including Chinese) have been studying English right from elementary schools up to university levels, but in reality, most of them are still not able to speak standard English even though some are merely able to read and write in non-standard English. Perhaps, they have been practicing too much about grammar and reading.

But in reality most of them are still poor in terms of speaking skills. Variations in performing Teaching Speaking Strategies both local and international are indeed needed for adult learners, when English is not their first language. The researcher finds that many Indoneisan teachers and learners are quite passive that make them are not eager to learn more. Teachers and learners should be more active, more creative and more aggressive (as I recall "ACA") in developing their speaking skills. It is expected that through the Metacognitive Strategies of Teaching Speaking Skills both teachers and learners can be more active in conducting the teaching and learning processes, especially, in English.

In this research project the reasercher shall apply the functions of the brain (metacognitive power -- how to produce more productive words, phrases and sentences which relate to the given topics) and the development of technology (by using the sreens and the quality of the loud speakers) in mastering English language.

In short, how to relate the human brain → the technology → and English language. The reseacher finds that adult leaners often feel bored and they become more passive in learning English by using those common strategies, namely, read the text einther loudly or silently and then answer the prepared questions.

By having these teaching experience, now the researcher tries to learn more and more which then he can apply the strategies by combining the congnitive power (ways of thinking) — using technogy and and English language as a universal language in he world. The benefis and the advantages will be discussed further in the objective of this research proposal.

The Objectives of the Study

Every teaching proces has some main targets for presenting the teaching materials. In teaching speaking, for example, one of the targets is to help leaners to be able to speak a well-accepted English. So once they speak English to their listeners, later o, they (who master English) can easily understand what they are talking about.

Based upon my teaching experience for several decades in north Sumatra Province, the researcher now has some objectives of the research in the future teaching acivities, namely;

1. To prove how Indonesian adult learners can equire English more effectively buy using the Metacognitive Strategies of Teaching Speaking Skills. So that they do not have to spend much time leanring English.

2. Many adult learners have studied English right from elementary up to University level, but in reality, they are just able to read in English – they confess that they are not brave enough to speak English very well. It is expected that by having this Metacognitive Strategies of Teaching Speaking Skills, adult learners can prove thier power to speak English well.

3. There are many adult learners can speak English, but unfortunately they are not able to understand when it is spoken by native speakers. Perhaps, their English translation is still very weak. This Metacognitive Strategies of Teaching Speaking Skills also help adult leaners understand about what to say and how to say.

4. Adult learners of English are just taughed based on the provided subject matters where the questions or problems printed beneath the teaching materials. They are not directed to other related and beriliant ideas with the topics presented. In this case teachers are advised to more active, more creative, and more agressive in searching some brilant related ideas (the ideas in which adult leaners never think and hear previosly).

5. Most adult learners at schools, for instance, are merely fed up with the targeted-teaching materials which are based on the syllabus and teaching materials. They are not professionally invited to speak a standard English. In other words, they are forced to accomplish what has been state by the government's programs. These all (based on the researcher's teaching experience in the field) could drive the adult learners to become more passive in creating some new ideas which are based on the proposed and presented topics.

6. To build up some professional and mutual relationship in mastering English as a foreign language between teachers and adult learners either inside or outside of the class.

Research Methodology

The researcher will manage the four English language components, namely; listening, reading, writing and speaking. However speaking will be the major focus of this research. In this research, the researcher designs the teaching materials basically in the forms of conversations. Since spoken English is different from that of written one, adult learners commonly make mistakes in pronouncing those silent letters in some certain words or phrases. Besides, the spellings and the pronunciations sometimes possess some similarities and differrences. In conjunction with these facts then in this stage the researcher will do some steps. They are listed in the table.

In the teaching and learning processes of a foreign language, the Meta Cognitive Speaking Strategies are needed in order to develop the learners' ways of

thinking, ways of producing the correct words or phrases and how the brains can produce the English speaking quality. So the researcher's intention of applying this Meta Cognitive Speaking Strategies is to train their capability to produce and measure the input and output of the power to speak and also to evaluate the learners' ability to demonstrate the Speaking skills and last but not least to develop their speaking capacity of some related topics. Many adult learners are able to read, write and answer the printed questions based on the texts, but most of them are not able to develop and produce different ideas in order to advance their speaking skills more details.

The Metacognitive Strategies of Teaching English Speaking Skills that the researcher conducts are as follows :

The conversation which is presented on the screen ;

Man : We need __ _____ a vacation.

Woman : Well, we _____ have ____ weeks of vacation time.
Why _____ we drive _____ to Canada?

Man : I'd like to go _____, maybe in the _____.

Woman : That _____ good to me. I am so _____ city living.
New York is so _____ and full of _____ all the time.
We need to ___ _____ from that.

Man : Ah… _____ and the mountains. Do you want to _____ tomorrow?

Woman : Sure, of course. Hey, why don't we leave _____? ____ _____?

Man : Well, we haven't _____ our backpacks and the car _____ an oil change. I need to check the _____ tonight if we are going to leave in the morning.

Woman : Okay, well, why ___ ____ go fix the car while I go up to the attic and get out the _____ things.

Man : _____ great. I'll be out in the _____, so just yell if you need me for anything.

Woman : Okay.

No	The researcher's Activities	The Learners' Activities
1.	Provide the text through the In-Focus	Leaners are ready to listen to the dialogue presented on the screen.
2.	Play the CD/cassette 1 – 3 times	Listen to the recorded conversation
3.	Present the incomplete conversation on the screen	Look at the screen and let them think about the missing words or phrases on the screen
4.	Play the CD/Cassette again	Listen and ask them to write those missing words/phrases
5.	Help the learners to complete the missing words or phrases in the text	Complete the missing text accordingly
6.	Play the CD/Cassette 1 – 2 times.	Repeat the conversation correctly
7.	Ask the learners to answer the printed/prepared questions	Disscuss and answer the questions and do some corrections

8.	Invite the learners to create their own questions related to the texts	Write down the questions (individually)
9.	Discuss and help them improve their writing questions	Correct their mistakes when if present
10.	Invite one adult learners to ask the same question (prepared by the researcher) to their class-mates	Answer the question individually. (1 – 25 adult learners)
11.	Ask the adult learners (1 – 25) of the same question (in point 10)	Ask the researcher the same question (Example: *Do you like camping?*)
12.	Provide 25 different answers for each learner in which they probably never think / hear previously.	Compare the different answers each adult learner creates.
13	Help the adult learners do some evaluations (what mistakes they make, what ideas they never have and think before, and so on)	Work together to write down the summary of the presented teaching materials.
14	Advice the learners to reconduct more or less the strategies to their friends later on	-

The original text of the conversation which is not presented on the screen.

Man :   We need *to take* a vacation.

Woman : Well, we *both* have *two* weeks of vacation time.
         Why don't we drive *north* to Canada?

Man :   I'd like to go *camping*, maybe in the *mountains*.

Woman : That *sounds* good to me. I am so *tired of* city living.
         New York is so *congested* and full of *traffic* all the time.
         We need to *get away* from that.

Man :   Ah... *Just us* and the mountains. Do you want to *leave* tomorrow?

Woman : Sure, of course. Hey, why don't we leave *tonight*? *Why wait*?

Man :   Well, we haven't *packed* our backpacks and the car needs an *oil change*.
         I need to check the *engine* tonight if we are going to leave in the morning.

Woman : Okay, well, why don't you *go fix* the car while I go up to the attic and get out the *camping* things.

Man :   *Sounds* great. I'll be out in the *garage*, so just yell if you need me for anything.

Woman : Okay.

The researcher believes that this Meta Cognitive Speaking Skills can help motivate the learners in terms of arranging their answers and demonstrating their speaking skills (including grammar and pronunciation). In this stage the researcher and the learners can discuss in more detail about the uses and the functions of grammar and also about the meaning of particular words or phrases. Once the

learners are able to understand the most relevant meaning(s) either words or phrases based on the texts, then they should develop the speaking skills based on their cognitive power.

Applying the Metacognitive Stategies of Teaching English Speaking Skills

Many English teachers, in fact, have been thinking about and explaining a lot about the theories, strategies and the techniques and some even have been asking the learners to do lots of exercises, but at the end most learners still feel reluctant to apply what they actually have got from their teachers in the class. They claim that they lack of vocabulary, have poor grammar and some even confess that they are weak in speaking strategies. Of course, it takes time to learn something new, say for example, in leaning a foreign language. But the question is how long should an adult learner spends his time in order to master a foreign language. It is very true that practice makes perfect, but how perfect he can make after conducting so much practice?. However the application is really needed when a learner wants to speak well. It is also true that different people will have different language skills in writing, speaking and listening. The question is how will people know that we are good in writing and listening if we are very poor in speaking?. To solve those problems, the Metacognitive Teaching Strategies are needed in order that adult learners can help improve ther speaking skills.

Secondly, based on the researcher's teaching experiences, learners usually produce more or less the same answers [Yes ... No], [No, ... Yes ...] without having any deeper or further answers. This can make learners feel bored to learn and the class can become boring. Teachers and learners do not like boring classes. The third step is that the researcher chooses some learners (say for example 15 males and 15 females) from that classroom randomly and tells them to ask the researcher the same question (*Do you like camping?*). In Metacognitive Strategies of Teaching Speaking Skills the researcher has to provide 25 different challenging answers which the learners might never think about. These Metacognitive Strategies of Teaching Speaking Skills can make the class become more interesting. So each adult learner is interested to learn more.

Answering Questions :

Learners are free to answer question no. 1 through no.7. Because the answers can be based on the text above. In applying this teaching strategy, the resercher tries to develop the conversation by using question no. 8. (prepared by the researcher)

Step I.

Invite one adult learner (male or female) to ask question no. 8 to the whole other learners in the class. In fact, the researcher finds that most learners have more or less the same answers, namely, *Yes, ... Yes of course. ..... No, Yes I do, ... No I don't. Yes .... but sometimes, and so on.*

1. What are the two speakers talking about?
2. Where is the conversation most likely taking place?
3. Why does the woman want to spend her vacation camping?
4. Why can't they leave that night for their vacation?

5. Who is tired of city living? Why?
6. Did the man want to leave that night? Why?
7. How long do they have time for vacation?
8. Do you like camping?

Step II.

The researcher demonstrates the Metecognitive Teaching English Speaking Skills with the 25 students.

Below is the conversations between the researcher and the 25 learners in a class room.

Learner 1 :	Excuse me, Sir!
Researcher:	Yes, please!
Learner 1 :	Like camping?
Researcher:	What if not?
Learner 2 :	Mr. Ali. Do you like camping?
Researcher	A lone! Yes! Togather with you, no thanks!
Learner 3 :	Do you like camping, Mr. Ali?
Reseacher :	When?
Leaner 3 :	Tomorrow morning!
Researcher :	Well, I'd love to, but I am sorry I can't. My friend is coming over from USA.
Learner 4 :	Mr. Ali. Do you really like camping?
Researcher	Where to?
Learner 4 :	To the mountain!
Researcher	No thank you. I love camping at he beach.
Learner 5 :	By the way Mr. Ali. Do you like camping?
Researcher	Is it free for me?
Learner 5 :	No.
Reseacher :	Oh ... No, thanks. I do not have to go with you if I have to pay.
Leaner 6 :	Mr. Ali. Do you like camping?
Researcher	Is it okay if I invite my wife to join us?
Learner 6 :	No.
Researcher	I am sorry, I can't go camping without my wife. I am sorry.
Learner 7 :	Mr. Ali. Do you like camping with me?
Researcher:	Man! What is wrong with you? Are you still normal?. No no. No. I don't go camping with man. Because I am still normal.
Learner 8 :	Do you like camping Mr. Ali?
Researcher :	Yes. When I was still young. But now I am getting old and getting tired. No, thanks.
Learner 9 :	Mr. Ali. Do you like camping?
Reseacher :	Will your boy friend join us?
Leaner 9 :	Yes. Sure.
Researcher:	Well. If your boy will join us, I think I am not going. I am not ready to be your security in that camping area. No, thanks.

Learner 10:	Do you like camping?
Researcher:	*Why do ask me? What do you think you are? Never ever ask me about camping, remember! (having so much debt, for example)*
Learner 11:	Do you like camping, Pak?
Reseacher :	*Yes and No, Lady!*
Leaner 12 :	Do you like camping, Sir?
Researcher:	*Will your talaktive grandmaother join us again?*
Learner 12:	Yes. Sure!
Researcher::	*Absolutely not. I am not ready camping if your grandmother will join you.*
Learner 13 :	Mr. Ali. Do you like camping?
Reseacher :	*I'd love to. But sorry I have another commitment with another people. You are too late. I am sorry.*
Learner 14 :	Do you like camping Pak Ali?
Reseacher :	*Do I look like camping? No man!... I hate camping. No profit, you know?*
Learner 15:	Mr. Ali. Do you like camping?
Researcher :	*Yes and No. Sir*
Learner 15 :	What do you mean, Sir?
Researcher :	*Yes, if you pay me $1.000.00 for one day! No, if you do not pay me at all!*
Learner 16 :	Mr. Ali. Do you like camping?
Reseacher :	*With you? Now! Okay... Let's go. Now. Come on!!!!*
Leaner 17 :	Do you like camping, Sir?
Researcher :	*Not at all.*

The reseacher tries to give different answers to those different adult learners, perticularly the answers that they never think previously. And they answers that perhaps they never expect at all.

THE SIGNIFICANT OUTCOMES

Theoretically, the significant outcomes of this research are expected to add or develop some new global horizons on the application of the Meta Cognitive Speaking Skills to adult learners in Indonesia, in general, and in North Sumatra University of Muhmadiyah (UMSU) in particular. It is expected that both teachers and adult learners can take some positive advantages in conducting the Metacognitive Speaking Strategies in applying the teaching-learning processes either in the class (formal) or outside of the class (free schooling). Practically, the outcomes of this research later on are expected to be significant and useful as an input for some local English teachers in order to develop their teaching skills in terms of mastering the aplication of speaking capabality of those local teachers in teaching a foreign language to local learners.

By conducting this kind of Metacognitive Speaking Strategies, learners will be more interested in learning more English. Besides, they can learn more from the

researcher about some new knowledge and global teaching strategies of some and current topics. It is expected that learners can imitate and apply those Metacognitive Speaking Strategies in the future after the researcher has gained some global and foreign Speaking Skills in one of American Universities. Once this research is successfully managed, later in the future, the researcher can be one of the English experts to link and develop the education quality in Indonesia. And the researcher can promote the educational information about Metacognitive Speaking Strategies to adult learners, in general and to the adult learners in North Sumatra province in particular.

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